

Teacher's Beliefs on the Use of Visual Materials in Teaching English Vocabulary to the Deaf Students

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ABSTRACT

This research is to show the teacher's belief on the use of visual materials in teaching English vocabulary to deaf students. This research employed a qualitative method and the data were gained through classroom observation and interviews. The findings reveal that the teacher believes visual materials help her to make deaf students easier understand English vocabulary in order to achieve two perspectives namely transmission and nurturing perspective. It confirms that the transmission perspective showed well-preparation in every meeting with the objectives simple and clear, the main objective to master the content was achieved because deaf students with their limited ability were good at mastering the content. In a nurturing perspective, She facilitated the teaching-learning process with visual materials in order to motivate the deaf students. Besides, deaf students also motivated the efforts of their friends to learn. Furthermore, the achievement here was about how deaf students with their limited ability can improve their self-confidence also gave an effort to their selves to learning English vocabulary.

Keywords: Teaching belief, Visual Material, Vocabulary, Deaf Students.

INTRODUCTION

Vocabulary becomes one of the most important aspects of foreign language learning, without enough vocabulary knowledge, people can't communicate effectively although students know other parts such as grammar. Zysk (2016) said nowadays learning vocabulary means learning a set of words by negotiating the meanings of words in work of group, learning new words incidentally and systematically, and guessing the meanings from context. Based on his statement, it shows that in order to get success in foreign language, students have to master vocabulary and it is the responsibility of the teacher to provide well-developed vocabulary knowledge to the

students so they can master the vocabulary. But here, mastery vocabulary is not an easy thing especially for the students with disabilities such as deaf students because they have limited ability in their listening, learning or accessing education compared to normal students (Sugeng et al, 2017), and show prominent delays in phoneme production, vocabulary, and syntax (Schirmer, 1985; Seewald, Ross, Giolas, & Yonovitz, 1985; Skarakis & Prutting, 1977 in Cawthon, 2001).

But nowadays, learning English becomes lingua franca, it is very necessary for all human including the deaf one. Clymer and Berent (2007) clarified the necessity of learning English to the deaf students by saying that “In countries with non-English-speaking, the numbers of deaf students entering post-secondary degree programs at colleges and universities are rapidly increasing”. Besides, English as an international language is needed in order to develop the skills to access English-language academic materials, the World Wide Web (www), and other resources.

Based on those reasons, deaf students need to learn English as a foreign language as well. To know and understand English, vocabulary becomes the basic need for learning it. It takes some appropriate teaching materials facilitating the deaf students. Among all teaching materials that recently researchers found, teaching vocabulary items with visual materials is the most effective teaching material to the deaf ones (Obosu, et al, 2013; Birinchi, 2014; Davenport, et al, 2017; Yuliani, 2017; Demchak and Cohen, 2018). Visual material is all the material that covers the whole range of non-verbal and non-auditory and present the information visually such as pictures, films, video, cartoon, drawing, photographs, etc. (Birinci, 2014; Presnell, 2007). Their inability to perceive sounds and speech through auditory establishes the need for them to depend upon what is seen and not what is heard.

A prior observation had already done at SLB YPAC Makassar, it showed that the English teacher used visual materials in teaching vocabulary in the form of pictures. Besides, a preliminary interview was also given to the English teacher. The interviewee said she only teaches the basic vocabulary and often use visual materials because it makes easier the deaf students to learn. Related to the situation in the

classroom and her explanation above, the teacher choices in teaching vocabulary using visual materials have been influenced by the teacher's beliefs. Teacher's beliefs become the most valuable psychological construct to teacher education (Pintrich, 1990) but it is quite difficult to differentiate with knowledge. Pajaras (1992) explains that the main confusion with the concept revolves around the distinction between knowledge and beliefs. While knowledge can be equated with facts that are given and shared, beliefs may be contestable. Nespor (1987) maintains that beliefs can be considered to be a form of knowledge. Comparing beliefs with knowledge, he claims that while knowledge is conscious and often change, beliefs may be unconsciously held, are often tacit and resistant to change as what Borg (2006) defines as teacher cognition. Moreover, Clark & Peterson (1986) agree that teachers' theories and beliefs represent a rich store of knowledge and argue that teachers make sense of their world and respond to it by forming a complex system of personal and professional knowledge. According to Calderhead as cited in Uztosum (2013) teacher's beliefs divided into 5 areas, these are beliefs about learners, teaching, subject, self and teaching role. Because this research explained the way the teacher teaches in the classroom so it focused on the teacher's beliefs in teaching. Teacher's beliefs in teaching refer to an inter-related set of beliefs and intentions that gives direction and justification to teacher's actions. However, teachers hold different perspectives on teaching. There are 5 perspectives according to Pratt (2002) but this research only focused on the transmission and nurturing perspectives because the research has limited time to be conducted.

The transmission perspective focuses on mastery of the content while nurturing perspective focuses to improve deaf student's confidence and self-esteem. Teacher's belief has become an interesting topic in the research field lately because it shows the way the teacher demonstrates, for instance teaching vocabulary in the real classroom (Hermagustiana, 2017).

This research attempts to identify the beliefs of English teacher hold about the teaching of English vocabulary with visual materials in transmission and nurturing perspectives to the deaf students at SLB YPAC Makassar.

RESEARCH METHOD

This research employs the descriptive design in a qualitative approach. The qualitative descriptive applied to describe the depth investigation about the teacher's belief in teaching English vocabulary with visual materials to the deaf students. The participant of this research is a teacher of deaf student classroom at SLB YPAC Makassar. The data collection was conducted on April 23rd to May 31st, 2019. This research took a teacher as the data source using purposive sampling that focused on the selected informant to get the data deeply. In order to obtain the data, the researcher observed the classroom without took part as a participant and only using video-recording observation and observation sheets based on Pratt (2002). Besides, the researchers also conducted a semi-structured interview based on the interview protocol that has been arranged by Pratt (2002) and recorded by using the audio-recording interview. After that, the data was analyzed based on the steps in Moleong, 2010. These are reduced unimportant data from observation and interview then displayed the data in the draft and the last made conclusion by choosing the relevant data toward the problem of the research on the data display. In order to achieve the valid data, the researcher compared the data from observation and interview as the triangulation.

RESULT AND DISCUSSION

Teacher's Beliefs in Teaching English Vocabulary with Visual Materials to the Deaf Students at SLB YPAC Makassar.

The data was analyzed from the audio-recording interviews and video-recording observations. It showed that the teacher believed by using visual material, her

teaching way of teaching English vocabulary is easier. Moreover, according to the finding deaf students tend to be visual learners because they find it difficult to get information by word of mouth which sometimes have multiple meaning. So using visual materials would help them in teaching new vocabulary. These reasons brought the teacher's belief toward the using of visual materials and based on the result of classroom observation and interview, it revealed that the teacher holds two perspectives as her beliefs, the perspectives are (1) teacher's transmission perspective; and (2) teacher's nurturing perspective. The description of these two findings can be seen in the following lines.

1. Teacher's Transmission Perspective in Teaching English Vocabulary with Visual Materials to the Deaf Students at SLB YPAC Makassar

During the research, the teacher had already prepared the materials before the day of teaching. She decided to teach vocabulary with visual materials. Transmission perspective that encourages mastery of the content made the teacher considered some aspects (Pratt, 2002) such as preparation, clear objectives, class time and mastery of the content. Based on the finding, the researcher saw the well-preparation in every meeting. The teacher always prepares her visual materials before went to the class and the kinds of visual materials also have variation. It can be seen in three extracts from the interview below:

"Saya selalu menggunakan visual materials karena lebih mudah, mereka tidak mengerti kalau mereka hanya menulis tanpa melihat objeknya."

"I always use visual materials because it makes easier, they don't understand when they just write without seeing the object." (Appendix 2 Interview transcript 7)

"Visual materials yang saya gunakan dalam mengajar itu seperti gambar-gambar yang di print out, LCD projector, atau objek objek langsung dan benda yang ada disekitar mereka."

"Visual materials that I used in teaching are such as print out pictures, LCD projector, or the real object and things around them." (Appendix 2 Interview transcript 8)

“Sebelum kelas keesokan harinya berdasarkan buku, saya cari materinya di internet dan download beberapa gambar yang berkaitan dengan judulnya terus print.”

“Before the class tomorrow based on the book, I looked for the materials on the internet and download some pictures related to the topic and printed them out.”
(Appendix 2 Interview transcript 14)

There was LCD projector with a PowerPoint presentation, pictures, and real object. The use of LCD projector with PowerPoint presentation as one of visual material tend to get successful in teaching-learning. This statement is supported by Akhlaghi & Zareian (2015). He found that the students who were exposed to PowerPoint presentations were more successful than those in traditional lectures. Additionally, Corbeil (2007) in her study showed that students exposed to PowerPoint presentations preferred them over the textbook presentations, and she believed that the deaf students were learning better when their attention was captured via highlighting, color, different fonts, and visual effects.

Besides, the objectives also can be found. It is simple but clear objectives. The proved can be seen in the three extracts that have been gotten from three times of observation. These are:

“Kamu belajar tentang bagian tubuh dalam Bahasa Inggris jadi kamu akan tau Bahasa Inggrisnya mata, hidung, mulut, tangan, dan sebagainya.”

“You learn about parts of the body, all the bodies in English so you will know the English of eyes, nose, mouth, hands, and others.”

“Sekarang kita akan belajar tentang transportasi, teman kamu setelah UN beritahu ada pertanyaan tentang transportasi dan dia bisa menjawab pertanyaannya karena dia pernah belajar tentang transportasi dalam Bahasa Inggris. Jadi, saat kita akan belajar tentang transportasi dalam Bahasa Inggris jadi saat kamu menghadapi Ujian Nasional nanti kamu akan tau jawabannya juga.”

“Now we will learn about transportation, your friend after the National Examination said there was a question about transportation and be able to answer the questions because he had learned about it. So, we will learn about

transportation in English so when you face the National Examination later you will know the answer too.”

“Lihat, apa di sekelilingmu, kita akan belajar tentang itu dalam Bahasa Inggris jadi kamu akan bisa untuk menyebut semua benda yang ada di sekolah dalam Bahasa Inggris nantinya.”

“See, what is around you, we will learn it in English so you will be able to mention all the things in the school in English later.”

The visual materials in teaching English vocabulary are used to show the object that the deaf students were going to study and the objective of the lesson in every meeting was the deaf students have to know or mastery the meaning of vocabulary. Those objectives in every meeting just contained that the deaf students have to know or the mastery of the meaning of vocabulary. She did not mention the specific objectives except in the second meeting about national examination.

Continue to the class time, teaching English vocabulary with visual materials use the class time effectively. Class time or pace of teaching is 2x40 minutes every meeting. The teacher organized every meeting in three parts: opening, while-teaching, and closing. Opening and closing around 10 minutes while teaching is about 50 minutes. As a consequence, de Leon Perez & Garcia de Angulo (2013) explained that teaching vocabulary via PowerPoint presentations could use class-time effectively and made use of learning materials effectively.

The last aspect and become the main objective of the transmission perspective is the mastery of the content. Based on the observations, the main objective is achieved because deaf students with their limited ability were good at mastery of the content because they could remember half of the whole vocabulary content. The mastery of the content had been gotten because the teacher provided well-preparation, clear objectives and use class time effectively (Pratt, 2002).

2. Teacher's Nurturing Perspective in Teaching English Vocabulary with Visual Materials to the Deaf Students at SLB YPAC Makassar

According to the finding that the researcher found, the teacher supported the deaf students and facilitated the teaching and learning process by using visual materials in order to motivate them. In addition, the proved also can be showed in the two extracts of interview below:

"Biasanya, saya memotivasi anak-anak dengan memperlihatkan gambar lalu tanya mereka untuk mencari kosa kata Bahasa Inggrisnya di rumah. Jadi saya beri mereka PR sekitar tiga sampai lima kata dengan gambar yang di print lalu mereka harus menerjemahkan ke dalam Bahasa Inggris. Saya juga menempelkan gambar-gambar di dinding dengan kosa kata Bahasa Inggris di dalam kelas untuk membuat mereka terbiasa dan tanpa sadar menyerap di otak mereka. Jadi saya senang menempel gambar di dinding kelas."

"Usually, I motivated the students with showing the pictures then ask them to find the English vocabulary in their home. Or I give them homework around three until five words with the print pictures then they have to translate it in English. I also stick pictures on the wall complete with the English vocabulary in their classroom to make them accustomed and unconsciously absorb in their minds. So I am happy to stick the pictures on the classroom's wall." (Appendix 2 Interview transcript 17)

"Untuk mengetahui banyak kosa kata baru, kamu harus giat belajar. Selalu buka kamus. Mereka berbeda dengan siswa normal yang kebanyakan belajar dengan film dan music tapi siswa saya tuna rungu jadi mereka susah untuk itu. Jadi mereka lebih pilih belajar bersama melalui proses belajar mengajar di kelas."

"To know many new words, you have to study hard. You always look forward to the dictionary. They are different from normal students that mostly they learn through movies and music but my students are the deaf one so they are hard to do that. So they prefer to learn together through the teaching-learning process in the classroom." (Appendix 2 Interview transcript 17)

Besides, during the three meetings of observation, the researcher saw deaf students also motivated the efforts of their friends to learn. It can be seen that the motivation aspect of the nurturing perspective of the teacher already runs well. The conclusion was taken based on the explanation of Pratt (2002) that students nurtured by the knowledge that their effort to learn will be supported by the teachers and their

peers. The achievement of deaf students in this research was not really high, but in a nurturing perspective, it was not the important thing. The achievement here was about how deaf students with their limited ability can improve their self-confidence also gave an effort to their selves to learning English vocabulary. It can be seen during the observation the deaf students always help their friends that have trouble learning. The effort can be shown also in the interview below:

“Terkadang saya lihat di gadget mereka, ada kamus Bahasa Inggris dan beberapa kata dalam Bahasa Inggris lalu ketika saya suruh mereka untuk terjemahkan, mereka bisa. Itu ada usaha untuk maju dan berkembang mereka”
“Sometimes I see in their gadget, there are English dictionary and some text in English then when I ask them to translate it, they can. It shows their effort and improvement” (Appendix 2 Interview transcript 19)

It is in line with Young & Paterson (2007) that nurturing educators believe there is an important relationship between self-esteem, confidence, and learning as a consequence they pay close attention to the effort as well as achievement when providing feedback and support.

CONCLUSION

Regarding the first research question, the teacher believes visual materials help her to make deaf students easier understand English vocabulary in order to achieve two perspectives namely transmission and nurturing perspective. It confirms that the transmission perspective showed well-preparation in every meeting with the objectives simple and clear, the main objective to master the content was achieved because deaf students with their limited ability were good at mastering the content. In a nurturing perspective, She facilitated the teaching-learning process with visual materials in order to motivate the deaf students. Besides, deaf students also motivated the efforts of their friends to learn. Furthermore, the achievement here was about how deaf students with their limited ability can improve their self-confidence also gave an effort to their selves to learning English vocabulary.

As regard to the second research question, the teacher carried out the teaching process in three phases: opening, while teaching and closing. Through the observation data, the opening stage run like usual, it was included in checking the student's attendance and telling the objectives of the lesson. While in the main stage, there are some important parts from the implementation of teaching vocabulary with visual materials. They are introducing the main lesson and deaf students observe the materials through visual materials, deaf students answered the teacher question, deaf students had a problem, and the teacher gave feedback after deaf students' answers. Then the closing stage, the teacher gave motivation and told the lesson they would learn in the next meeting. During the three meetings of observation, the appropriate visual materials for teaching English vocabulary to the deaf students were LCD projector with PowerPoint presentations and the teacher's difficulty was she could not describe something in a sign language and to overcome the difficulties above, it is best to teach deaf students with visual materials so they can grasp certain ideas.

For the suggestions, future researchers should consider involving deaf students and collect data about deaf student's perceptions about vocabulary teaching they experience in the classroom. Detailed data of deaf students' perceptions are expected to balance between teacher's beliefs and student's needs and interests. They also may investigate the other perspectives of teacher's beliefs and supposed to carry out more investigation on teacher's affective factors, such as self-esteem, anxiety, and motivation in teaching deaf students.

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